DOCUMENT RESUME

ED 463 193 SO 033 301

AUTHOR Husser, Michael D.
TITLE Human Rights: Lesson Plan for SDAIE (Sheltered) Class.
INSTITUTION California Univ., Berkeley. Office of Resources for International and Area Studies.
PUB DATE 2000-00-00
NOTE 4p.; Lesson developed at the University of California-Berkeley, Office of Resources for International and Area Studies Summer Institute for Teachers, "Ancient Roots--Modern States" (July 31-August 4, 2000).
AVAILABLE FROM Office of Resources for International and Area Studies (ORIAS), 2223 Fulton Street, Rm. 338, University of California, Berkeley, CA 94720-2306. Tel: 510-643-0868; Fax: 510-643-7062; e-mail: orias@uclink4.berkeley.edu. For full text: http://www.ias.berkeley.edu/orias/lessonplans/humanrights.html.
PUB TYPE Guides - Classroom - Teacher (052)
EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Area Studies; *Civil Liberties; English (Second Language); Foreign Countries; Limited English Speaking; Secondary Education; Social Studies; Student Educational Objectives; *Teacher Developed Materials
IDENTIFIERS Brazil; California; China; El Salvador; Guatemala; Sheltered English

ABSTRACT

This lesson plan on human rights uses the Specially Designed Academic Instruction in English (SDAIE) methodology used in California to teach academic content to intermediate, threshold level limited-English-proficient (LEP) students. It sets forth three educational goals for students to reach; asks students to examine definitions of human rights using two sources, the Universal Declaration of Human Rights and the Bill of Rights; engages students in researching human rights as defined and practiced in China, one Latin American country (El Salvador, Guatemala, Brazil), or a country where the student has lived; calls for students to report their research findings and compare them to the definition of human rights outlined in the sources they have read; and gives students a writing assignment to answer four opinion questions: (1) Is the country you selected observing human rights as defined in part 1? (2) Why or why not? (3) What do you believe can be done to protect human rights in this country? and (4) Do you think countries should observe human rights as defined by the United Nations and the United States? Why or why not? (BT)

Reproductions supplied by EDRS are the best that can be made
from the original document.

ED 463 193

ANCIENT ROOTS - MODERN STATES

ORIAS Summer Institute For Teachers

July 31 - August 4, 2000

HUMAN RIGHTS: LESSON PLAN FOR SDAIE (SHELTERED) CLASS

by Michael D. Husser, De Anza High School, Richmond, CA

Office of Resources for International and Area Studies (ORIAS)
2223 Fulton Street Rm 338
University of California
Berkeley, CA 94720-2306

http://ias.berkeley.edu/orias/

SO033301

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

M. Delattre

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

BEST COPY AVAILABLE

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

HUMAN RIGHTS: Lesson Plan for SDAIE (Sheltered) Class

by Michael D. Husser, De Anza High School, Richmond, CA

Goal	Definition	Area Studies	Comparison	Paper

When this lesson is complete, students will

1) Be able to define the term Human Rights.

2) Access resources on the subject of human rights from a variety of Internet sources.

3) Be able to discuss the subject of human rights as it is practiced in nations other than the United States.

I. Definition

Students read from two sources:

A) Universal Declaration of Human Rights as written by the United Nations

B) The Bill of Rights as shown by the first ten Amendments to the U.S. Constitution.

II. Area Studies

Students will research human rights as defined and practiced by

A) China

B) One Latin American country, i.e.

1. El Salvador
2. Guatemala
3. Brazil
4. A country where the student has lived.

III. Comparison:

After the students have chosen their country, they will report to the class their findings. They will then compare their findings to the definitions of human rights as discussed in part II.

IV. Paper:

After the reports and discussions, students will write a paper answering the following questions:

A) Is the country you selected observing human rights as defined in Part I.?

B) Why or why not?

C) What do you believe can be done to protect human rights in this country?

D) Do you think countries should observe human rights as defined by the UN and the United States? Why or why not?

U.S. Department of Education
Office of Educational Research and Improvement (OERI)
National Library of Education (NLE)
Educational Resources Information Center (ERIC)

NOTICE

Reproduction Basis

☒ This document is covered by a signed "Reproduction Release (Blanket)" form (on file within the ERIC system), encompassing all or classes of documents from its source organization and, therefore, does not require a "Specific Document" Release form.

☐ This document is Federally-funded, or carries its own permission to reproduce, or is otherwise in the public domain and, therefore, may be reproduced by ERIC without a signed Reproduction Release form (either "Specific Document" or "Blanket").